Baseline Evidence Statements and Achievement Teams - Identifying Root Causes
Unpacking Collective Efficacy

CCLS - Math: 4.NBT.2 Category Number And Operations In Base Ten2
Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.

What could the Excelling students do well? Why?
Exceeding Students
The students can identify the place value of various digits ranging from the millions to ones place value. These students can write numbers in multiple mathematical forms: standard, expanded, and word form. They can also compare numbers of multiple values ranging from millions to ones place value. Moreover, these students can order various numbers from greatest to least and least to greatest in a chart and table format. Finally, students can provide an explanation for why a number may be the greatest or least in a series of numbers when using a chart and table.

How can we continue to maintain Achieving students and how can we develop them to obtain Exceeding status?
Achieving Students (Goal)
Achieving students can identify the place value of various digits ranging from the millions to ones place value. They can write numbers in two mathematical forms: standard and expanded form, *but need more practice in writing numbers in word form.* Achieving students can compare numbers of multiple values ranging from millions to ones place value. They can also order various numbers from from greatest to least and least to greatest in a chart and table format. *Finally, these students need more practice in providing an explanation for why a number is the greatest or least in a series of numbers when using a chart and table.*

What key area is keeping Progressing students from acquiring Achieving?
Progressing Students
Progressing students had difficulty with writing numbers in multiple mathematical forms: standard, expanded, and word form. They also had difficulty with the concept of estimation and rounding numbers to the nearest place value. Students had difficulty with identifying the period in which a set of three numbers fell within when using the rules of place value. Finally, students had difficulty with providing an explanation for why a number is the greatest or least in a series of numbers when using a chart and table.

In comparing Beginning students to the ones that are "Progressing" what were some of the key differences in performance?
Beginning Students
Beginning students struggled with identifying the place value of specific digits within a number. The students struggled with writing numbers in various mathematical forms: standard, expanded, and word form. They also struggled with comparing two numbers using the greater than, less than, and equal to mathematical signs. Students struggled with the concept of estimation and rounding numbers to the nearest place value. Additionally, these students struggled with identifying the period in which a set of three numbers fell within when using the rules of place value. Finally, students struggled with analyzing a chart and table of a set of numbers and identifying which numbers were greatest and which were least.